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School, Parent And Family Engagement Policy [Hide](#)

4050 GIBSON ELEM.

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

All check boxes marked in this policy indicate an assurance on the part of the school.

Type of Title I.A program

- Schoolwide
 Targeted

- This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

Conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parental involvement policy, the schoolwide plan, and the school parent-compact.

- Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*
- The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

POLICY INVOLVEMENT

- At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*
- The agenda reflects that the purpose of the meeting is
- To inform parents of their school's participation in the Title I.A program
 - To explain the requirements of Title I.A
 - To explain the right of parents to be involved.
Section 1116 (c)(1)
- The school offers a flexible number of meetings. *Section 1116 (c)(2)*
- Using Title I.A funds, to promote parental involvement the school provides (check all that apply)
- Transportation
 - Child care
 - Home visits
 - Funds will not be utilized for these purposes
Section 1116 (c)(2)

The school involves parents in an organized, ongoing, and timely way:

- In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school.

Convene an annual back to school meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I.A, and to explain the requirements of the Title I.A, and the rights of the parents to be involved;
Provide parents the school-parent compact at the back to school meeting or when appropriate depending on when the student enrolls in school;
Offer a flexible number of meetings, such as meetings in the morning of evening and may provide, with Title I.A funds transportation, childcare, or home visits as such services relate to parental involvement;
Involve parents, in an organized, ongoing, and timely way, in which the planning, review, and improvement of programs under Title I.A, including the school parent involvement policy, the annual spring Title I.A evaluation, and the joint development of the schoolwide program plan;
Provide parents of participating children timely information about Title I.A programs, a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the MAP assessment, opportunities, as appropriate, to participate in decisions relating to the education of their children, responses to suggestions in a timely manner, and if requested by parents provide opportunities for regular meetings to formulate suggestions, and include comments from parents of participating children who find any aspect of the schoolwide plan unsatisfactory when it is submitted the LEA.

In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

In carrying out the parent and family engagement requirements of this part, to the extent practicable, shall provide full opportunities, for the participation of parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required in a format, and to be extent practicable, in a language such parents understand.

The school provides parents of participating children:

Timely Information about the Title I.A programs. *Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs.

Offer flexible number of meetings at convenient times for families, such as meetings in the morning or evening (for which the school may use TitleI funds to provide transportation, child care or home visits, as such services relate to parental involvement).

A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.
Section 1116 (c)(4)(B)

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.

Provide parents timely information about programs under Title I including:
A description and explanation of the curriculum in use,
Forms of academic assessments used to assess student progress,
Achievement levels of the challenging State academic standards, and
If requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as possible.
Information related to the school and parent programs, meetings, and other activities, will be sent to the parents in an understandable and uniform format and in a language that parents can understand.

Opportunities, as appropriate, to participate in decisions relating to the education of their children. *Section 1116 (c)(4)(C)*

- Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

School-Parent Compact

The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116 (d)*

- The school jointly develops with parents of Title I.A served children the school-parent compact.

The school-parent compact will

- Describe the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*

Parents will be responsible for supporting their child's learning in the following ways:

- See that their child attends school regularly and on time.
- Encourage their child to read at home.
- Communicate with their child's teacher/s regularly.
- Establish a specific time and place for homework/study.
- Review homework assignments daily.
- Be involved in their child's learning.
- Support the efforts of the school to maintain proper discipline.
- Stay informed about their child's education by reading all communications from the school and responding appropriately.

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. *Section 1116 (d)(1)*

It is the school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective environment that enables children to meet the Missouri Learning Standards as follows:

- Retain highly qualified principals and teachers.
- Provide instruction, materials, and high quality professional development which incorporate the latest research for teachers and parents.
- Maintain a safe and positive school climate.

- Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
- Issuing frequent reports to parents on their children's progress
- Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
- Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand

Section 1116 (d)(2)(A) (B),(C),(D)

BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- Provides assistance to parents, as appropriate, in understanding
- o the Missouri Learning Standards,
 - o the Missouri Assessment Program,
 - o local assessments,
 - o how to monitor a child's progress, and
 - o how to work with educators to improve the achievement of their children.
- Section 1116 (e)(1)*

Describe plans to provide assistance.

Gibson will build the parents' capacity for strong parental involvement to ensure effective involvement of parents and families and to support a partnership among the school and the community to improve student academic achievement through the following:

- Materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement
- Provide assistance to parents of participating children, as appropriate, in understanding topics such as the following:
 - o The State's academic content standards
 - o The State's student academic achievement standards
 - o The State and local academic assessments including alternate assessments
 - o The requirements of Title I.A
 - o How to monitor their child's progress, and
 - o How to work with educators to improve the achievement of their children
- Educate school personnel, specialized instructional support personnel, principals, and other school leaders, and other staff, with assistance of parents, in the value and utility of the contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- Coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to fully participate in the education of their children.

- Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)(2)*

Describe plans to provide materials and training.

•Materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

- Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

•Educate school personnel, specialized instructional support personnel, principals, and other school leaders, and other staff, with assistance of parents, in the value and utility of the contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate.

Coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to fully participate in the education of their children.

- Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*

- Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*
- Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*
- Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
- Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*
- May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

- Provides opportunities for the informed participation of parents and family members, including:
 - Parent and family members who have limited English proficiency.
 - Parent and family members with disabilities.
 - Parent and family members of migratory children.
- Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment [Hide](#)

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COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

- A comprehensive needs assessment of the entire school has been conducted.
- The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

3/5/2020

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

The following data regarding **student demographics** has been collected, retained, and analyzed:

- Enrollment (Required)
- Grade level (Required)
- Ethnicity (Required)
- Attendance (Required)
- Mobility (Required)
- Socioeconomic status (Required)
- Discipline (Required)
- Limited English Proficiency (Required)



Summarize the analysis of data regarding **student demographics**:

Strengths:

- Gibson Elementary has an increased enrollment of students.
- Increased number of classrooms due to enrollment.
- Decreased office discipline referrals.
- Increased number of ELL students.
- Increase in APR attendance points from the previous school year.
- Increased APR points in Attendance from the previous year.

Weaknesses:

- Increased daily number of tardies and absences
- Increased number of Students In Transition (SIT)
- 100% Free and Reduced lunch

Indicate needs related to strengths and weaknesses:

- Develop a systematic process to help increase student attendance and decrease the number of daily tardies and absences.
- Provide more opportunities to meet with parents to discuss the importance of school attendance as it correlates to student achievement.
- Identify students who are below 90/90 and construct a plan to increase daily attendance.
- Provide incentives for attendance and discipline.
- Curriculum events held at the school to build positive relationships between families and school.
- Use a collaborative approach to meet with families to discuss needs.
- Educational programs for students (ie. AntiBullying/CyberBullying, Sarfetouch)
- Review parent involvement activities and adjust as needed to increase parent involvement.

Student Achievement

The following data regarding **student achievement** has been collected, retained, and analyzed:

- MAP results by content area and grade level, including multi-year trends (required)
- MAP results by ESEA Annual Measurable Objective: comparative data showing performance of disadvantaged students against all other meaningful categories of students in the school; comparison of performances of students in various subgroups (required)
- Completion rates: promotion/graduation rate, retention rates (if applicable)
- Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- Other performance indicators used in analysis:

Summarize the analysis of data regarding **student achievement**:

Strengths:

- Increased APR points in ELA from the previous year.
- Increased APR points in Mathematics from the previous year.
- Increased APR points in Science from the previous year.
- Increased total APR points from the previous year.

Weaknesses:

- Science achievement showed no progress.
- Minimal gains with proficiency targets across grade levels.

Indicate needs related to strengths and weaknesses:

- Develop a systematic process for students to understand math, ELA, and science concepts.
- Increases ELA, math, and science comprehension.
- Increase level of student engagement and time on task through rigor and relevance.
- Provide opportunities for students to apply concepts in realistic situations.
- Increase the amount of technology available to classrooms in order to reinforce student learning.
- Utilize student support programs to maximize student achievement.
- Avenues for recognizing and rewarding student accomplishments and achievement.
- Trainings for staff to respond appropriately to inappropriate behaviors.
- Classroom management training to use effective practices to promote positive behavior.

Curriculum and Instruction

Data has been collected, retained, and analyzed regarding each of the following factors of **curriculum and instruction** at the school:

- Learning expectations
- Instructional program
- Instructional materials
- Instructional technology
- Support personnel

Summarize the analysis of data regarding **curriculum and instruction**:

Strengths:

- Assessment data is used to evaluate and align the curriculum.
- A systematic process is in place to ensure teachers address essential content.
- Instructional time is protected and time available to teachers for collaboration.
- Essential content is organized and sequenced in a way that students have enough time to learn.
- Teachers routinely engage in collaborative problem solving around instructional practices.

Weaknesses:

- Ineffective use of time on task in the classroom.
- Holding students accountable for effective work.
- High expectations for learning.
- Effective use of the supports that are in place to assist students who are in jeopardy of academic failure.
- Appropriately differentiating instruction through instructional strategies when students are having trouble learning the material.
- Using student data to plan instruction and lesson plans.
- Implementing research based instructional strategies to strengthen core academics (ie. IXL, Galileo)
- Effective practices to keep students actively engaged in learning (ie. Alternative seating)
- Systematic collaboration across the building

Indicate needs related to strengths and weaknesses:

- Increase the level of structure and progress monitoring of intervention groups.
- Staff development opportunities for differentiation strategies and effective models.
- Tutorials, extra assistance, accommodations, and interventions for students as applicable.
- Strategies for serving students in at risk situations.
- Updated building technology (ie. One-to one technology integration)
- Improved monitoring of Special Education students and IEP implementation according to guidelines and procedures.
- Provide training opportunities to staff over the following topics: Behavior management, cultural awareness, classroom management, social and problem-solving skills, restorative practices, de-escalation techniques, non-violence crisis intervention, Professional Learning Communities and Data Teams, Tiered instructional support (RTI).

High Quality Professional Staff

Data has been collected, retained, and analyzed regarding each of the following factors of a **high quality professional staff**:

- Staff preparation
- Core courses taught by appropriately certified teachers
- Staff specialists and other support staff
- Staff demographics
- School administrators

Summarize the analysis of data regarding **high quality professional staff**:

Strengths:

- 100% of staff highly qualified
- Professional development provided throughout the year.
- Beginning Teacher Mentoring Program

Weaknesses:

- Attracting and Retaining highly qualified staff
- Competitive salary schedules

Indicate needs related to strengths and weaknesses:

- Ongoing professional development in understanding content and implementing instructional strategies.
- Ongoing professional development on Guided Reading and Guided Math instruction.
- Modeling and co-teaching of lessons.
- Ongoing professional development and District supports around: Marzano's Instructional Strategies, Kagan strategies, Professional Learning Communities, Data Team Process, Positive Behavior Instructional Support, Interventions and groups, Pearson Science, book studies with an emphasis on changing mindsets, rigor and relevance, DOK, student engagement and classroom management.

Family and Community Engagement

Data has been collected, retained, and analyzed regarding each of the following factors of **family and community engagement** at the school:

- Parental involvement
- Communication with parents
- Policy Involvement
- Parent education
- Support for special needs and underserved
- Health services

Summarize the analysis of data regarding **family and community engagement**:

Strengths:

- Healthy Kids Express partnership for students with asthma
- The Little Bit Foundation partnership
- Community events throughout the school year
- Back To School Bash in the park
- Parent Liaison as a resource to parents
- Laundry program to assist families with washing clothes
- Notifications about programs and community events

Weaknesses:

- Community/ parental turnout at some events
- Completion of program evaluation surveys
- Parent participation on the Leadership Team
- Parent /community volunteers
- Increased attendance at Parent-Teacher Conferences

Indicate needs related to strengths and weaknesses:

- Increased resources provided to parents consisting of literature to support families through various aspects of life and academic support/guidance.
- Parent workshops focusing on technology, partnerships with the school, and counseling services.
- Food to provide to families that come out for evening events
- Materials and trainings to help parents work with their child to improve academic achievement, such as literacy training and using technology.
- Provide assistance to parents to help them understand State academic content standards, student achievement levels, assessments, Title I.A requirements, how to monitor their child's progress, and how to work with educators to improve the achievement of their child.

Data has been collected, retained, and analyzed regarding each of the following factors of **school context and organization** at the school:

- School mission/vision
- Average class size
- School climate
- Management and governance
- Student discipline policy

Summarize the analysis of data regarding **school context and organization**:

Strengths:

- Mission and Vision printed on school material
- Improved school climate and collaborative culture
- Student discipline policy implemented through the District and implemented at the school level
- Classroom walkthroughs and District Learning Walks

Weaknesses:

- Staff turnover
- Large class sizes at every grade level
- Teacher/Student relationships
- Established classroom rules and procedures

Indicate needs related to strengths and weaknesses:

- Student forums where students can voice opinions and concerns.
- Principal lunch with students and coffee with parents to build partnerships
- Incentives for positive behavior supported through PBIS

NEEDS ASSESSMENT: IDENTIFYING PRIORITIES

"In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important..." (Designing Schoolwide Programs Non-Regulatory Guidance, March 2006)

List and number, in order of priority, the critical needs identified in the school profile.

Prioritized needs

1	Increase the level of structure and progress monitoring of intervention groups.
2	Avenues for recognizing and rewarding student accomplishments and achievement.
3	Trainings for staff to respond appropriately to inappropriate behaviors.
4	Ongoing professional development in understanding content and implementing instructional strategies.
5	Ongoing professional development on Guided Reading and Guided Math instruction.
6	Identify students who are below 90/90 and construct a plan to increase daily attendance.

Schoolwide Program Hide

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SCHOOLWIDE PROGRAM

All check boxes marked in this policy indicate an assurance on the part of the school.

This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. Section 1114 (b)(2)

Schoolwide Program Plan Development		
Team Member		
	Team Member Role	Team Member Name
1	Parent	Tanaga Seaton
2	Teacher	Candice Ramey
3	Principal	Crystal Henderson
4	Teacher	Laura Erikson

Plan Development Meeting Dates		
	Meeting Date	
1	03/04/2020	

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	State and Local Funds	Kimberly Loomis	Federal Programs Director

STRATEGIES TO ADDRESS SCHOOL NEEDS Section 1114 (b)(7)(A)

The following strategies will be implemented to address prioritized school needs: (check all that apply)

Supplemental instruction

Subject areas and grade levels to be served (mark all that apply)		
1	<input type="checkbox"/> Math	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
2	<input checked="" type="checkbox"/> Reading	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
3	<input type="checkbox"/> English Language Arts	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
4	<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
5	<input type="checkbox"/> Other <input type="text"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

Delivery of Title I funded supplemental instruction services

- Preschool
- Pull out/resource classroom
- Push in/regular classroom
- Summer School
- Tutoring (before-or-after-school)

Other

Instructional personnel		Teachers	Paraprofessionals	Others	
Supplemental Reading		<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental English Language Arts		<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics		<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Science		<input type="checkbox"/>	<input type="checkbox"/>		
1	Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Class size reduction

<input type="checkbox"/> Grade Levels	K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Learning Communities

Schoolwide Positive Behavior Support

Response to Intervention

Other

The strategies will (mark all that apply)

Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

Professional Learning Communities strategies and structures implemented in 2015 are refined on an annual basis. Schoolwide Positive Behavior Support implemented in 2015 focuses on "Gecko Greatness" as a system to reinforce positive student behaviors in the school. The school implements Missouri Reading Initiative focusing on differentiating instruction and providing appropriate scaffolding for students through a workshop (whole class, small group, and individual instruction) model. The Reading Specialist and Instructional Assistant will collaborate with core teachers to build capacity through training, providing resources, and using data to drive instruction for students. Also differentiating math instruction will occur through the use of data to inform instruction using a workshop approach.

Use methods and instructional strategies that strengthen the academic program in the school.

Description of how strategy/strategies will strengthen

• Build capacity of teachers to use data to inform instruction by providing time, training, and resources for teachers to work collaboratively to analyze student work and assessment data to drive instruction. Continue with Missouri Reading Initiative which serves as a comprehensive approach to professional development in all aspects of balanced literacy instruction. Provide ongoing, systemic professional learning to enhance the quality of literacy instruction leading to improved student achievement throughout all grade levels. Provide Guided Math professional development to increase teacher understanding and student achievement.

Increase the amount of learning time

Extended school year

Before-and/or after-school programs

Summer program

Other

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Teacher representatives from the building participate on district curriculum development committees to help develop curriculum guides and common core alignment to the Missouri Learning Standards and report information back to the building. District analysis occurs throughout the year across grade levels in small teacher work groups through Professional Learning district days where student work is examined and teachers analyze data and use research to impact student achievement and create action plans to address needs. Teachers attend weekly data team meetings and create assessment walls to track student movement on assessments throughout the year. Students will be provided additional opportunities through instructional technology.

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

- Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards

Description of how strategy/strategies will address

Struggling students will be identified by teachers using formative data for math and literacy. Daily, targeted small group or individual instruction will occur for students that have been identified through multiple data sources. Before or after school tutoring provided for struggling students throughout the year. The Reading Specialist and /or Instructional Assistant (if applicable) will provide professional development to teachers centering on differentiating instruction, cultural awareness and trauma informed schools for all students.

Activities will (mark all that apply)

- Improving students' skills outside the academic subject areas**

- Counseling
 School-based mental health programs
 Specialized instructional support services
 Mentoring services
 Other

- Helping students prepare for and become aware of opportunities for postsecondary education and the workforce**

- Career/technical education programs
 Access to coursework to earn postsecondary credit
 Advanced Placement
 International Baccalaureate
 Dual or concurrent enrollment
 Early college high schools
 Other

Career day, college day

- Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services**

- Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**

- Delivery of professional development services
 Instructional coach
 Teaching methods coach
 Third party contract
 Other

- Professional development activities that address the prioritized needs

Describe activities

District and School Professional Development Plans are aligned with School Improvement objectives. Training is provided regularly in the areas of Response to Intervention, Standards-Based Assessments, Positive Behavior Intervention Supports, Developing Academic Vocabulary, Culturally Responsive Pedagogy, Research-Based Practices for Core Subjects, Effective Use of Technology, Effective Use of Data to Inform Instruction, Understanding by Design, Assessment for Learning, Leadership Team Development, Curriculum Refinement and Close Reading, and Restorative Practices.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

School administrators work closely with the Assistant Superintendent of Human Resources to identify highly qualified teachers for positions that are available. The Assistant Superintendent of Human Resources provides guidance for school administrators in the practice of effective interviewing and hiring techniques and involves school administrators in recruiting events.

Assisting preschool children in the transition from early childhood education programs to local elementary school programs

Describe activities

The school provides a kindergarten round-up for all incoming kindergartners. A tour of the building is available for families of students coming to kindergarten. A meet the teacher even occurs before school begins where kindergartners are available to meet their teacher, see classroom and become familiar with the school. PAT in collaboration with Head Start, Early Childhood, Special Education, and ELL collaborate with the school to ensure students are screened and information is shared gathering student's prior services (Head Start, PAT, ECEC, ELL, etc.)

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- Title I.A (required)
- State and Local Funds (required)
- Title I School Improvement (a)
- Title I.C Migrant
- Title I.D Delinquent
- Title II.A
- Title III EL
- Title III Immigrant
- Title IV.A
- Title V.B
- School Improvement Grant (g) (SIG)
- Spec. Ed. State and Local Funds
- Spec. Ed. Part B Entitlement
- Perkins Basic Grant - Postsecondary
- Perkins Basic Grant - Secondary
- Workforce Innovation and Opportunity Act
- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- Others

PARENT COMMENTS *Section 1116 (c)(5)*

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

Yes

No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.



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District/LEA Comments

DESE Comments

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